**Teaching Plan**

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| **School**: George Street Normal  **Associate:** Mrs France  **Year Group:** New Entrants | **Date/Time: 23.03.2010**  **Lesson Topic:**  Regular physical activity, movement skills, equations and expressions  Strand: personal health and physical development, movement concepts and motor skills, number and algebra |

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| Achievement Objective/s | Specific Learning Outcomes  The children will be able to… |
| Participate in creative and regular physical activity and identify enjoyable experiences.  Develop a wide range of movement skills, using a variety of equipment and play environments  Communicate and explain counting, grouping using words and numbers. | Identify numbers in the range of 1-10  Understand the value of numbers in the range 1-10  Be able to create small group numbers  Be able to move in a variety of ways. |

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| Organisation/Management/Resources  To teach this lesson I will need to organise….. |
| A play area with numbers, (either on tarmac) or card numbers placed. |

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| Assessment Criteria  To establish if the children have met the learning outcomes, I will… |
| See the children make small groups of appropriate numbers.  To see children move in a variety of ways.  See children identify numbers in the range of 1-10. |

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| Evaluation – separate page  Have I considered  The children achievement of the learning outcome(s)  My performance as teacher – questioning, pace etc  The lesson plan |
| Combining different ideas/areas from within the curriculum worked really well, and the kids loved it. They worked really well when finding numbers in the play ground, it was definitely a good idea to have some children model the activity first before everyone else. They struggled to get into groups, so next time I will only get them to make pairs and go bigger from there. When playing Mr wolf I will give a better example and also give clearer more simple instructions. |

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| Phases/Timing | Procedure  (Introduction, Teaching Sequence, Closure) | Teaching Points |
| Introduction  Closure | Today we are going to look at different ways of moving around the play ground, and being able to identify and use numbers in the range of 1-10.  **Activity 1**  Practice as a class counting out the numbers 1-10.  **Activity 2**  Ask the children if they can see any numbers around the play ground? Ask volunteers to run to a number shout out the number to the rest of the class and then run back to the group.  Children will move around the play ground, when a number is shouted by the teacher in a range of 1-10, children will move as quickly as they can, to where that number is on the play ground. ( repeat with several numbers)  Use a variety of movements, and model to the class;  Skipping  Hopping  Jumping  Large strides etc.  **Activity 3**  The teacher will call out a number; children must get themselves into groups of that number, and then find the number on the play ground. (repeat with different numbers)  **Activity 4**  The teacher starts the game by having all of the students lined side by side on one end of the gym. The teacher is "Mr. Fox" and stands about half way from the children.   The students ask: "What time is it, Mr. Fox?"   Mr. Fox calls out a time (ex. 10:00 and the students take 10 steps forward).  This continues until Mr. Fox says it is "Midnight". At that point the children try to run to the other end of the gym without Mr. Fox getting them (pulling their flag off).   If Mr. Fox gets their flag, they become foxes with him, and go to the middle of the gym where they will try to tag other foxes.  The game continues with the children running from one end of the gym to the other each time "Midnight" is called as the time (only the teacher calls out the time).  Today we have looked at different ways of moving and numbers in the range of 0-10. | Place number cards around the play ground, if the play ground has no numbers on it.  Emphasise safety of not bumping into others.  If there is an odd number, tell groups it ok to welcome extra members into their group. |